352.

Mott's Elementary Series of School Books.

### IN FOUR PARTS.

*Readah &c. S. Apr 12 52*

## MOTT'S

# ELEMENTARY BOOK NO. II.

#### CONTAINING

EXERCISES IN SPELLING AND READING, MODEL
EXERCISES IN DRAWING, AND APPROPRIATE
EXERCISES IN MENTAL ARITHMETIC:

#### DESIGNED TO TEACH CHILDREN

**To know the Orthography and Forms, Script and
Roman, of more than half of the Words used
in Conversation; to imitate easy Draw-
ings, and to Discipline the Idea
of Number.**

## BY GEORGE C. MOTT,

A GRADUATE OF THE NEW YORK STATE NORMAL SCHOOL.

### STEREOTYPE EDITION.

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# PREFACE.

————

A GOOD EDUCATION is entirely dependent on an artistical execution of a generous design.

The ARTIST may employ his genius to develop a beautiful semblance of *"the graceful ideal"* from a block of ice, to little or no purpose. The CONTRACTOR may fill a slough with blocks of Parian marble, to the lasting benefit of man. The TEACHER may lead the pupil to store the mind with a vast amount of facts, useful and useless. Has the *artist* a right to waste his "talent" on a worthless object? Has a *contractor* a right to employ material too costly, even on a good work? Has a *teacher* any right to lead a youth to seek useless facts?

Nor should an elementary book have any other than PRACTICAL MATTER on its pages. Neither should its pages be a PICTURE GALLERY, for the mere *amusement* of the pupil. Every LETTER, WORD, and CUT should be a SOMETHING to be *remembered, thought of,* or *imitated.*

These AXIOMS have been considered of primary importance in preparing this book for the use of parents and teachers, by their co-laborer,

GEORGE C. MOTT.

STAPLETON, N. Y., October, 1850.

# TABLE OF ELEMENTS.

The child should be taught, progressively, the ELEMENTS represented by the letters; that some of the letters are employed to represent DIFFERENT SOUNDS or ELEMENTS; and the MARKS employed to indicate the element represented by the letter. The following TABLE contains all the letters with the marks employed to represent the *regular elements* used in this book.

## VOWEL ELEMENTS—15.

|  |  |  |  |  |
|---|---|---|---|---|
| ẹ and ā, | as heard in | āle, | omitting the | le. |
| ä, | ...... | ärm, | ...... | rm. |
| a̤, | ...... | a̤ll, | ...... | ll. |
| ă, | ...... | ăt, | ...... | t. |
| ē, | ...... | mē, | ...... | m. |
| ĕ, | ...... | ĕnd, | ...... | nd. |
| ȳ and ī, | ...... | īce, | ...... | ce. |
| ĭ, | ...... | ĭt, | ...... | t. |
| ō, | ...... | ōld, | ...... | ld. |
| ọ, | ...... | mọve, | ...... | m–ve. |
| ŏ, | ...... | ŏn, | ...... | n. |
| ū, | ...... | lūte, | ...... | l–te. |
| ṳ, | ...... | fṳll, | ...... | f–ll. |
| ŭ, | ...... | ŭp, | ...... | p. |
| ow and ou, | ...... | out, | ...... | t. |

## SUBVOCAL ELEMENTS—15.

|  |  |  |  |  |
|---|---|---|---|---|
| b, | as heard in | bē, | omitting the | ē. |
| d, | ...... | dāy, | ...... | āy. |
| g, | ...... | gō, | ...... | ō. |
| ġ and j, | ...... | jär, | ...... | är. |
| l, | ...... | lō, | ...... | ō. |
| m, | ...... | mē, | ...... | ē. |
| n, | ...... | nō, | ...... | ō. |

ng, as heard in sŏng, omitting the s—ng.

| | | | | | |
|---|---|---|---|---|---|
| r, | ...... | rāy, | ...... | āy. |
| ŦH, | ...... | ŦHȲ, | ...... | Ȳ. |
| v, | ...... | vīe, | ...... | īe. |
| w, | ...... | wē, | ...... | ē. |
| y, | ...... | yē, | ...... | ē. |
| s and z, | ...... | zōne, | ...... | ōne. |

### ASPIRATE ELEMENTS—10.

f, as heard in făn, omitting the ăn.

| | | | | | |
|---|---|---|---|---|---|
| h, | ...... | hē, | ...... | ē. |
| c and k, | ...... | ärk, | ...... | är. |
| p, | ...... | păn, | ...... | ăn. |
| c and s, | ...... | sēe, | ...... | ēe. |
| sh, | ...... | shē, | ...... | ē. |
| t, | ...... | măt, | ...... | mă. |
| ch, | ...... | chăt, | ...... | ăt. |
| wh, | ...... | whȳ, | ...... | ȳ. |

### SUGGESTIONS.

1. Ă măn hăd ă căt, not Ā măn hăd ā căt. See Lesson IV.

2. Wē căn sēe ĭt, not Wē kĕn sēe ĭt. See Lesson III.

3. Mȳ căt ĭs bȳ mē, not Mў căt ĭs bў mē. See Lesson VII.

4. Wē āre ĭn ă cär, not Wē āre ĭn ā cär. See Lesson VIII.

5. Wē mĕt thē mĕn, not Wē mĕt thē mĕn. See Lesson IX.

6. Yōur dŏg ĭs sō ŏdd, not Yōur dǫg ĭs sō ŏdd. See Lesson XIII.

### NOTE.

The pupil may be required to write the sentences, as *every* word used in this book is given in script in the *models* of *slate exercises.*

# PLAN.

THE PLAN of this Book is to teach the child ELEMENTARY SPELLING, READING, and DRAWING, and progressively to develop its *faculty* of NUMBER.

# ARRANGEMENT.

Each lesson occupies a page, and is in six parts:

1. A few *elements* of *words* to be learned;
2. The *mode* of *combining* them into words;
3. The *method* of *naming* the *letters* constituting a word, and its *pronunciation*;
4. *Speaking* or *reading* words at sight;
5. A *model drawing* to be *imitated*; and,
6. A *few questions* to *exercise* the faculty of number.

# TOOLS.

The child should be provided with
A BOOK;
A GOOD SLATE (size, 6 by 8 inches); and
A PENCIL.

# METHOD OF TEACHING.

1. Commence with the *column* on the LEFT, and teach the *elements* represented by the letters, and the mode of combining them into words.
2. In the column on the RIGHT, teach the *mode* of *naming the letters* in each word, and its *pronunciation*:
3. In the CENTER COLUMN teach the child to *speak* the *words* at *sight*; and *below*, to *read them combined into sentences*;
4. Require the child to IMITATE the *model drawings*, and to *write* the sentences; and,
5. Then the *questions* ought to be used as a *mental* exercise.

# PROGRESS.

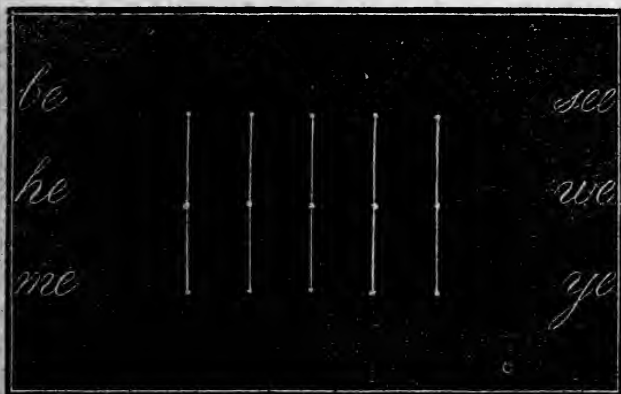The PROGRESS of the child is GREATEST when it is made to MASTER one lesson before commencing another.

The element ē, as in mē.   See pp. 4 and 5.

| | |
|---|---|
| ē | ē |
| b. | be |
| h. | he |
| m. | me |
| s. | see |
| w. | we |
| y. | ye |

**me**

**we**          **be**

**he**     **see**

**ye**

E–e          *E–e*

See me.
We see.
Be—he—ye.



If Anson had but *one* knife, and should lose it; how many would he have left?—*None.*

*One* from *one* leaves how many?—*None.*

The element ĭ, as in ĭt. See pp. 4 and 5.

| | | |
|---|---|---|
| ĭ | if | i |
| .f | ill    in | if |
| .l | is    it | ill |
| .n | will | in |
| .z | | is |
| .t | I–i    *I–i* | it |
| w.l | | will |

Is he in?
He will be in
If he is ill.
See, it is he.

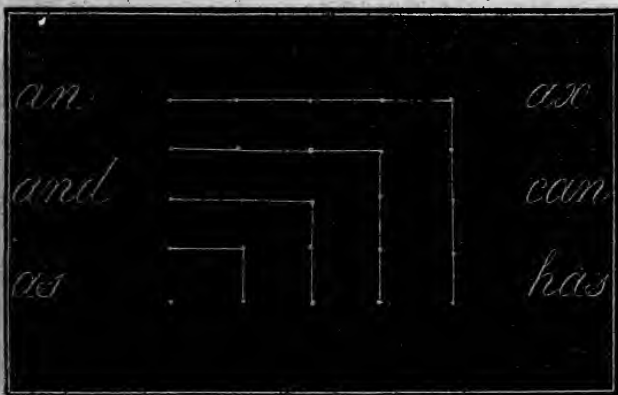Julia had *two* peaches, and gave *one* to Mary; how
many had she left?—*One*.

*One* from *two* leaves how many?—*One*.

*One* from *one* leaves how many?—*None*.

The element ă, as in ăn. See pp. 4 and 5.

| | | |
|---|---|---|
| ă | **an** | ă |
| .n | **and**      **as** | an |
| .nd | **ax**    **can** | and |
| .z | **has** | as |
| .ks | | ax |
| k.n | A–a    *A–a* | can |
| h.z | | has |

He has an ax.
We can see it.
Ye see it as it is.
And he can see me.



James had *three* nuts, and gave *one* to John; how many did he have left?—*Two*.
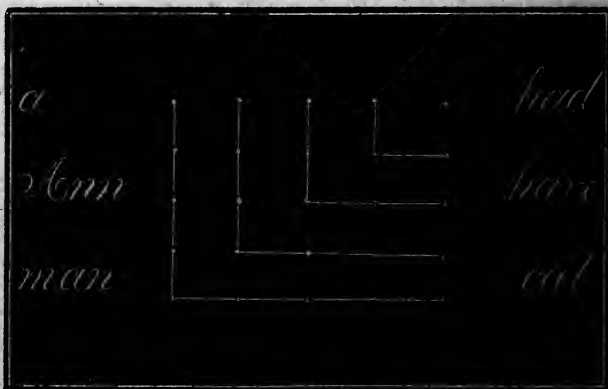
*One* from *three* leaves how many?—*Two*.

*Two* from *three* leaves how many?—*One*.

*Three* from *three* leaves how many?—*None*.

The element ă, as in ăt.   See pp. 4 and 5.

| ă | **a** | ă |
|---|---|---|
| . | **Ann     man** | a |
| .n | **had   have** | Ann |
| m.n | **cat** | man |
| h.d | | had |
| h.v | **H–h**    *H–h* | have |
| k.t | | cat |

A man had a cat.
Ann can have it.
We have had it.
He will see if it is ill.



Ella recites *four* times, and Edna *once* a day; how
many times does Ella recite more than Edna?—*Three*.
*Three* from *four* leaves how many?—*One*.
*Two* from *four* leaves how many?—*Two*.
*One* from *four* leaves how many?—*Three*.
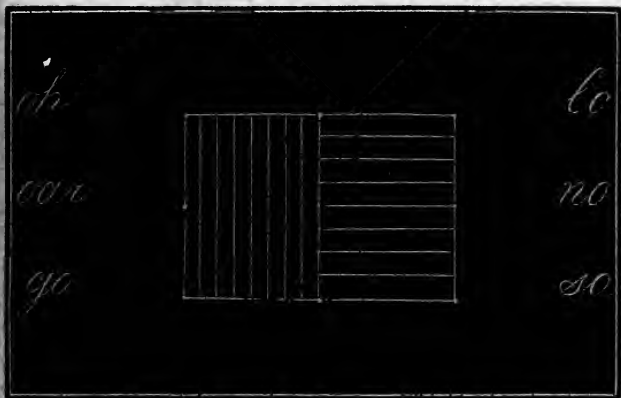
The element ō, as in gō.  See pp. 4 and 5.

| | | |
|---|---|---|
| ō | **go** | ō |
| .h | **oh**          **no** | oh |
| .r | **lo**    **so** | oar |
| g. | | go |
| l. | **oar** | lo |
| n. | | no |
| s. | **O–o**        *O–o* | so |

A man can go.
Oh no, we will go.
Lo he has an oar.
So we will have an oar.



Amos had *six* marbles, and lost *one;* how many had he left?—*Five.*

*One* from *six* leaves how many ?—*Five.*
*Two* from *six* leaves how many ?—*Four.*
*Three* from *six* leaves how many ?—*Three.*
*Four* from *six* leaves how many ?—*Two.*
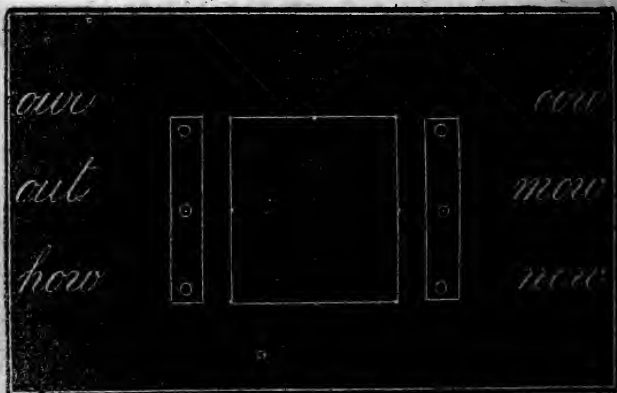
The element ou, as in our.   See pp. 4 and 5.

| | | |
|---|---|---|
| ou | **our** | ou |
| .r | **cow**        **mow** | our |
| .t | **out   now** | out |
| h. | **how** | how |
| k. | | cow |
| m. | **U–u**        *U–u* | mow |
| n. | | now |

See our cow.
It is in the mow.
It is out now.
See how Ann can go.



Susan had *seven* nuts, and lost *one ;* how many did she have left ?—*Six.*

*One* from *seven* leaves how many ?—*Six.*
*Two* from *seven* leaves how many ?—*Five.*
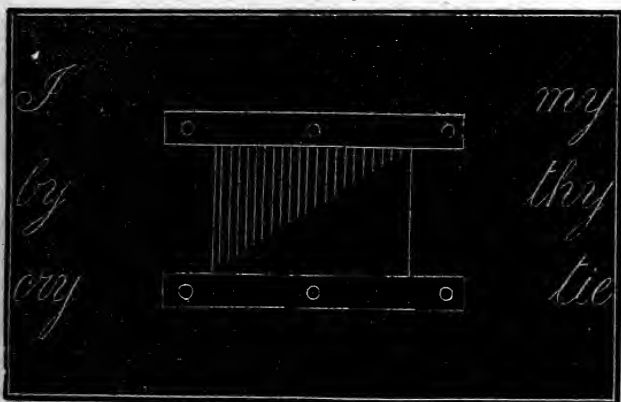*Three* from *seven* leaves how many ?—*Four.*
*Four* from *seven* leaves how many ?—*Three.*

The element ĭ, as in ice.  See pp. 4 and 5.

| | |
|---|---|
| ĭ<br>I<br>b.<br>kr.<br>m.<br>th.<br>t. | **I**<br>**my**        **by**<br>**thy**   **cry**<br>**tie**<br>**M–m**     *M–m* | ĭ<br>I<br>by<br>cry<br>my<br>thy<br>tie |

I have a cat.
My cat is by me.
Thy cat will cry.
Tie it in my mow.



John had *four* nuts in each hand, and gave *one* to Eli; how many did he have left?—*Seven*.

*One* from *eight* leaves how many?—*Seven*
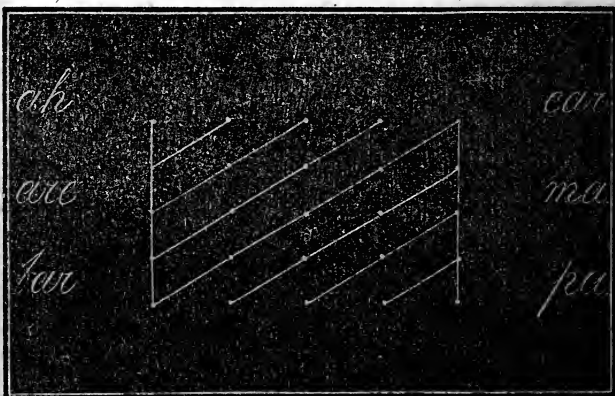*Two* from *eight* leaves how many?—*Six*.
*Three* from *eight* leaves how many?—*Five*.
*Four* from *eight* leaves how many?—*Four*.

The element ä, as in cär. See pp. 4 and 5.

| | | |
|---|---|---|
| ä | **are** | ä |
| .h | **car**      **far** | ah |
| .r | **ah**    **ma** | ar*e* |
| f.r | | far |
| k.r | **pa** | €ar |
| m. | **B–b**    *ℬ–b* | ma |
| p. | | pa |

We are in a car.
We can go so far
As our man will go.
Ah ! I see ma and pa.



Nāōmi had *nine* pins, and gave *one* to Ann; how many had she left ?—*Eight.*

*One* from *nine* leaves how many ?—*Eight.*
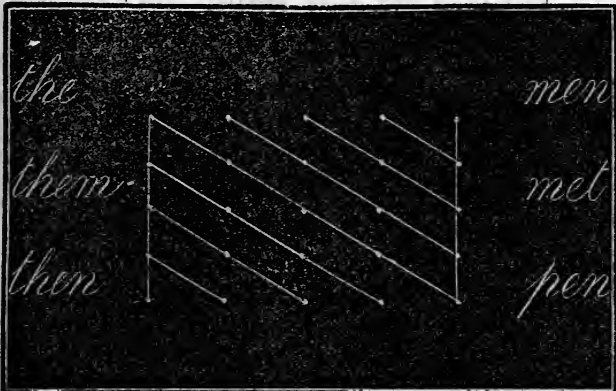*Two* from *nine* leaves how many ?—*Seven.*
*Three* from *nine* leaves how many ?—*Six.*
*Four* from *nine* leaves how many ?—*Five.*

The element ĕ, as in mĕt.   See pp. 4 and 5.

| ĕ |  | ĕ |
|---|---|---|
| the | **met** | the |
| th.m | **the**　　**men** | them |
| th.n | **them**　**then** | then |
| m.n | **pen** | men |
| m.t | **T–t**　　　*T–t* | met |
| p.n |  | pen |

We met the men.
He can go and see them.
Then I will have my pen.
My pen is by our ax.



Henry was *ten* years old, and Mary was *one* year younger; how old was she?—*Nine.*

*One* from *ten* leaves how many?—*Nine.*
*Two* from *ten* leaves how many?—*Eight.*
*Three* from *ten* leaves how many?—*Seven.*
*Four* from *ten* leaves how many?—*Six.*

The element a̤, as in a̤ll.  See pp. 4 and 5.

| | |
|---|---|
| a̤.l<br>.l<br>b.l<br>k.l<br>f.l<br>P.l<br>w.k | **call**<br>**all**     **ball**<br>**fall**    **Paul**<br>**walk**<br>**P–p**      *P–p* |

a̤
al*l*
bal*l*
eal*l*
fal*l*
Pau*l*
wa*l*k

I will call Ann.
We can all go by the man.
See my ball fall.
It will fall by Paul.
He can go and walk.



*all*                *fall*
*ball*               *Paul*
*call*               *walk*
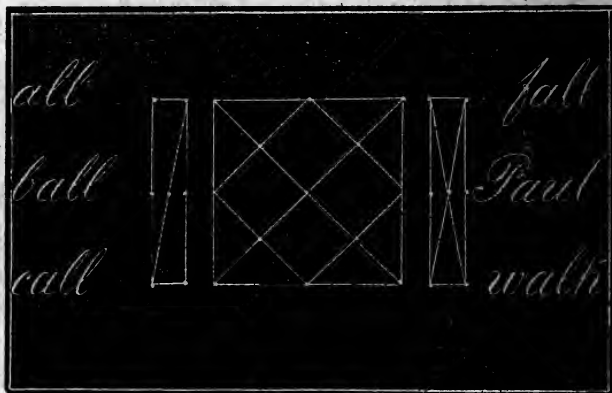
James had *five* plums, and lost *three;* how many did he have left?—*Two*.

Mary had *seven* cents, and spent *four;* how many had she left?—*Three*.

William played marble, lost *three*, and had *four* left; how many did he have at first?—*Seven*.

The element ö, as in dö.   See pp. 4 and 5.

| | | |
|---|---|---|
| ö | **do** | ö |
| d. | | do |
| t. | **you        move** | to |
| y. | **who        to** | who |
| wh. | **noon** | you |
| m.v | **W–w**      *W–w* | move |
| n.n | | noon |

Do you see my cow?
No: I see our cow move.
Who is to call it?
Paul is to call it at noon.
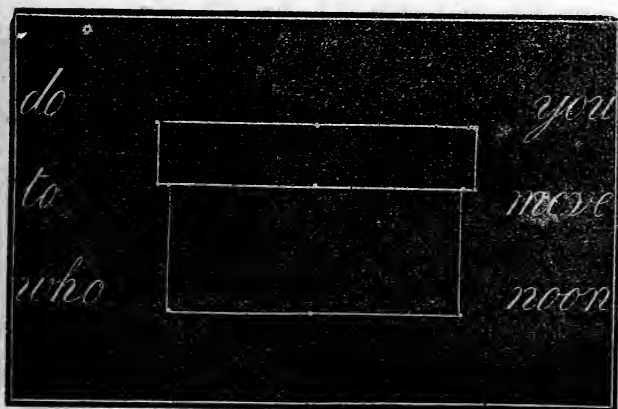


SCRIPT.
*0, 1, 2, 3, 4, 5, 6, 7, 8, 9.*

ROMAN.
0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

The element ŭ, as in ŭp. See pp. 4 and 5.

| ŭ | **up** | | ŭ |
|---|---|---|---|
| .p | **pup** | **us** | up |
| .s | **run** | **sun** | us |
| r.n | | | run |
| s.n | **must** | | sun |
| p.p | Q–q | *Q–q* | pup |
| m.st | | | must |

My pup is up.
It must be by us.
The pup will run by us
If we run in the sun.
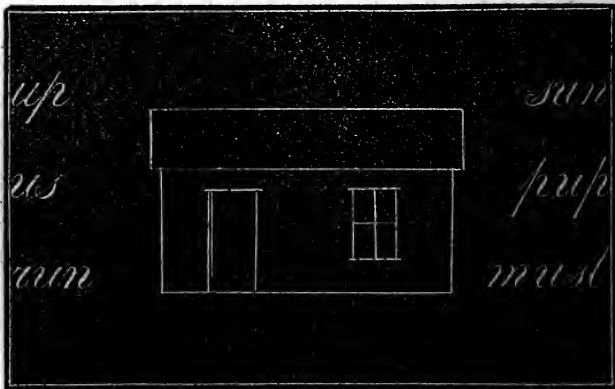


SCRIPT.

*9, 8, 7, 6, 5, 4, 3, 2, 1, 0.*

ROMAN.

9, 8, 7, 6, 5, 4, 3, 2, 1, 0.

The element ŏ, as in nŏt.  See pp. 4 and 5.

| ŏ | **OX** | ŏ |
|---|---|---|
| .d | **on** **of** | od̲d̲ |
| .n | | on |
| .ks | **dog** **odd** | ox |
| .v | **not** | of |
| d.g | | dog |
| n.t | **Y–y** *Y–y* | not |

My ox is on the car.
I had it of Paul.
Your dog is so odd
He will not go by it.



**How many more is**

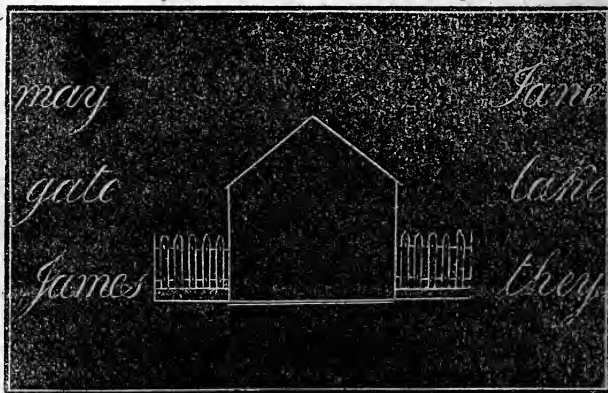| | | |
|---|---|---|
| 2 than 2?—0. | 3 than 3?—0. | 3 than 3?—0. |
| 2 than 1?—1. | 3 than 2?—1. | 3 than 2?—1. |
| 2 than 0?—2. | 3 than 1?—2. | 3 than 1?—2. |

The element ā, as in āle.   See pp. 4 and 5.

| | | |
|---|---|---|
| ā<br>m.<br>g.t<br>J.mz<br>J.n<br>l.k<br>th. | **James**<br>**gate          may**<br>**Jane     they**<br>**lake**<br>**J–j** | ā<br>may<br>gate<br>James<br>Jane<br>lake<br>they |

James is by the gate.
He may see Jane.
They will go to the lake.
Ma and Pa are by the lake.



How many more is

| | | |
|---|---|---|
| 4 than 4 ?—0. | 4 than 0 ?—4. | 4 than 1 ?—3. |
| 4 than 3 ?—1. | 4 than 3 ?—1. | 4 than 3 ?—1. |
| 4 than 2 ?—2. | 4 than 2 ?—2. | 4 than 2 ?—2. |
| 4 than 1 ?—3. | 4 than 4 ?—0. | |

The element ū, as in lūte.   See pp. 4 and 5.

| | | |
|---|---|---|
| ū | **Ruth** | ū |
| J.n | **new**        **lute** | June |
| L.k | **Luke   June** | Luke |
| l.t | | lute |
| m.l | **mule** | mule |
| R.th | **R–r** | Ruth |
| n. | | new |

Ruth has a new lute.
Luke may have it in June.
They are on our car.
Our mule can move it.
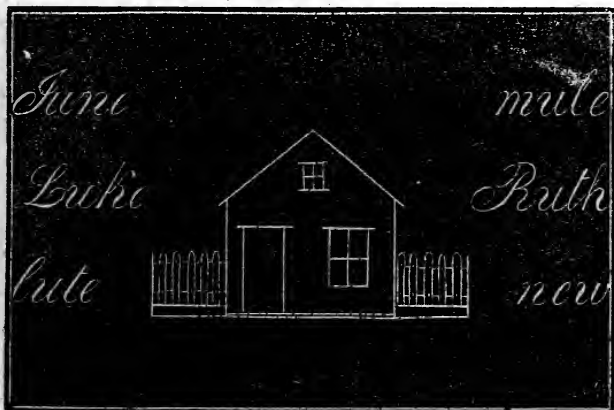


How many more is

| | | |
|---|---|---|
| 5 than 5 ?—0. | 5 than 1 ?—4. | 5 than 4 ?—1. |
| 5 than 4 ?—1. | 5 than 0 ?—5. | 5 than 5 ?—0. |
| 5 than 3 ?—2. | 5 than 4 ?—1. | 5 than 4 ?—1. |
| 5 than 2 ?—3. | 5 than 3 ?—2. | |

The element u̯. as in fu̯ll.  See pp. 4 and 5.

| u̯ | **put** | | u̯ |
|---|---|---|---|
| p.t | **pull**     **full** | | put |
| p.l | | | pull |
| f.l | **good**    **book** | | full |
| b.k | **look** | | book |
| g.d | **L–l**      *L l* | | good |
| l.k | | | look |

Put my pup in the sun.
We will pull my full car.
Ann has my good book.
We will look at it now.



How many more is

| | | |
|---|---|---|
| 6 than 6 ?—0. | 6 than 2 ?—4. | 6 than 2 ?—4. |
| 6 than 5 ?—1. | 6 than 1 ?—5. | 6 than 5 ?—1. |
| 6 than 4 ?—2. | 6 than 0 ?—6. | 6 than 1 ?—5. |
| 6 than 3 ?—3. | 6 than 4 ?—2. | |

The elements a͏̈ĭ, as in oil.  See pp. 4 and 5.

| a͏̈ĭ | | a͏̈ĭ |
|---|---|---|
| b . | **boy** | boy |
| b . y | **toy**       **join** | boys |
| j . y | **voice**   **joy** | joy |
| j . n | **boys** | join |
| t . | | toy |
| v . s | **V–v**       *V–v* | voice |

A good boy can have the toy.
We will join him at noon.
His voice is full of joy.
Paul and James are good boys.
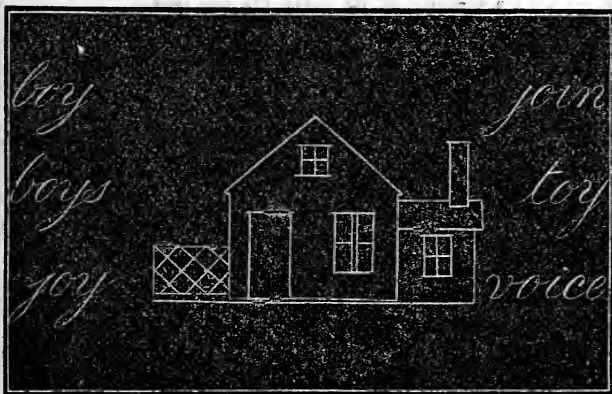


How many more is

| | | |
|---|---|---|
| 7 than 7 ?—0. | 7 than 3 ?—4. | 7 than 4 ?—3. |
| 7 than 6 ?—1. | 7 than 2 ?—5. | 7 than 3 ?—4. |
| 7 than 5 ?—2. | 7 than 1 ?—6. | 7 than 5 ?—2. |
| 7 than 4 ?—3. | 7 than 0 ?—7. | |

The element ă, as in ăt. See pp. 4 and 5.

| ă | | ă |
|---|---|---|
| .m | **am     at** | am |
| .t | **hat   that   fan** | at |
| h.t | | hat |
| th.t | **bad   mad** | that |
| b.d | | bad |
| m.d | **shall** | mad |
| f.n | | fan |
| sh.l | **S—s**      *S—s* | shal*l* |

Shall we have a new map?
I am to have a new map.
That cat will run at his hat.
James, it is bad to be mad.



How many more is

| | | |
|---|---|---|
| 8 than 8 ?—0. | 8 than 4 ?—4. | 8 than 8 ?—0. |
| 8 than 7 ?—1. | 8 than 3 ?—5. | 8 than 5 ?—3. |
| 8 than 6 ?—2. | 8 than 2 ?—6. | 8 than 3 ?—5. |
| 8 than 5 ?—3. | 8 than 1 ?—7. | |

The element ĭ, as in ĭt.  See pp. 4 and 5.

| ĭ | live | ĭ |
|---|------|---|
| d.d | with          this | did |
| h.z | his    been | his |
| l.v | did | liv*e* |
| *th*.s |  | this |
| w.*th* | **D**–d      *𝒟–d* | with |
| b.n |  | been |

James may live with Paul.
This mule and cow are his.
We have been to see them.
They did go to the lake.



### How many more is

| | | |
|---|---|---|
| 9 than 9 ?—0. | 9 than 5 ?—4. | 9 than 1 ?—8. |
| 9 than 8 ?—1. | 9 than 4 ?—5. | 9 than 0 ?—9. |
| 9 than 7 ?—2. | 9 than 3 ?—6. | 8 than 7 ?—1. |
| 9 than 6 ?—3. | 9 than 2 ?—7. | |

The element ĭ, as in ĭt.  See pp. 4 and 5.

| ĭ | **its** | ĭ |
|---|---|---|
| .ts | **bin**   **which** | its |
| b.n | **give**  **pin** | bin |
| h.m | | him |
| p.n | **him** | pin |
| g.v | **N–n**  *N–n* | give |
| wh.ch | | which |

See my new cow.
Which is its good bin?
This: you may give it to Paul.
That pin is to go with him.
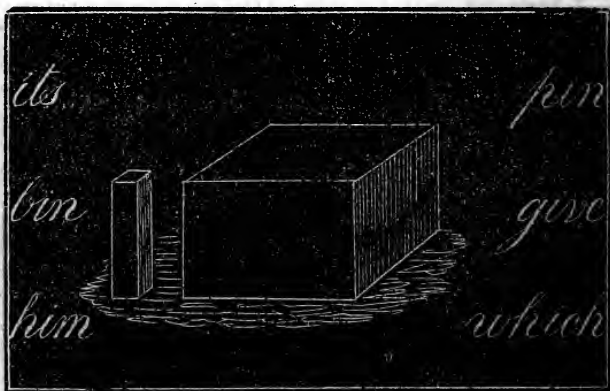


How many more is

| | | |
|---|---|---|
| 10 than 10?—0. | 10 than 6?—4. | 10 than 2?—8. |
| 10 than 9?—1. | 10 than 5?—5. | 10 than 1?—9. |
| 10 than 8?—2. | 10 than 4?—6. | 10 than 0?—10. |
| 10 than 7?—3. | 10 than 3?—7. | |

The element ā, as in āle. See pp. 4 and 5.

| | | |
|---|---|---|
| ā | **gave** | ā |
| ·p | **ape** **say** | ap*e* |
| g.v | **play** **day** | gav*e* |
| d. | | da*y* |
| h. | **hay** | ha*y* |
| s. | | sa*y* |
| pl. | **G–g** *G–g* | pla*y* |

James gave you the ape.
Did he say it must play?
The ape will play to-day.
We love to play on the new hay.



How many less is

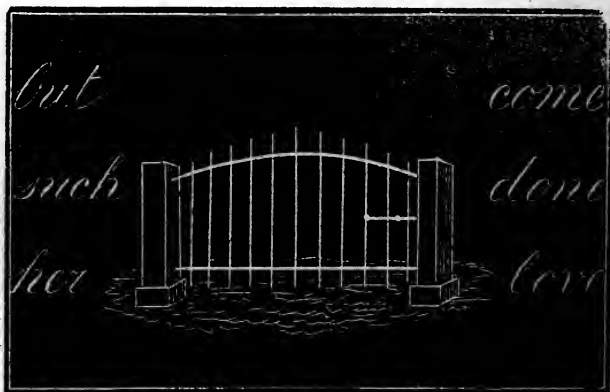| | | |
|---|---|---|
| 2 than 2 ?—0. | 2 than 6 ?—4. | 2 than 10 ?—8. |
| 2 than 3 ?—1. | 2 than 7 ?—5. | 2 than 11 ?—9. |
| 2 than 4 ?—2. | 2 than 8 ?—6. | 2 than 12 ?—10. |
| 2 than 5 ?—3. | 2 than 9 ?—7. | |

The element ŭ, as in ŭp.　See pp. 4 and 5.

| ŭ | **such** | | ŭ |
|---|---|---|---|
| b.t | **love** | **her** | but |
| s.ch | | | such |
| h.r | **come** | **but** | her |
| k.m | **done** | | come |
| d.n | | | done |
| l.v | **C–c** | *C–c* | love |

Ann is such a good girl that we all love her.
She can not come to play now.
But our play will not be done if she come
　　　soon.



How many less is

| | | |
|---|---|---|
| 1 than 1 ?—0. | 1 than 5 ?—4. | 1 than 9 ?—8. |
| 1 than 2 ?—1. | 1 than 6 ?—5. | 1 than 10 ?—9. |
| 1 than 3 ?—2. | 1 than 7 ?—6. | 1 than 11 ?—10. |
| 1 than 4 ?—3. | 1 than 8 ?—7. | |

The element ĕ, as in mĕt.   See pp. 4 and 5.

| ĕ | | | ĕ |
|---|---|---|---|
| B.n | **left** | | Ben |
| g.t | **when** **said** | | get |
| l.t | **get** **let** | | let |
| l.ft | **Ben** | | left |
| s.d | | | said |
| wh.n | **K–k** *K–k* | | when |

Oh! I have left my pen.

I will get you my new pen, when Ben is done with it.

He said I was good to let it.



How many less is

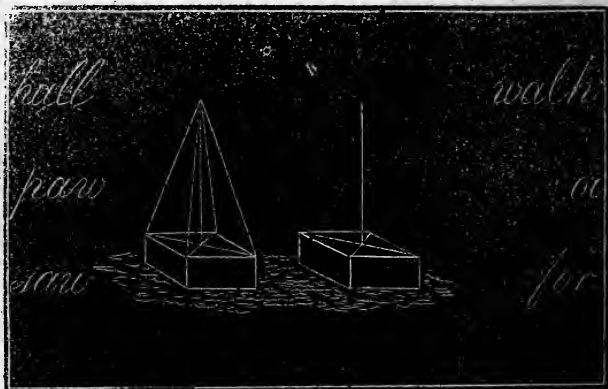| | | |
|---|---|---|
| 3 than 3 ?—0. | 3 than 7 ?—4. | 3 than 11 ?—8. |
| 3 than 4 ?—1. | 3 than 8 ?—5. | 3 than 12 ?—9. |
| 3 than 5 ?—2. | 3 than 9 ?—6. | 3 than 13 ?—10. |
| 3 than 6 ?—3. | 3 than 10 ?—7. | |

The element a, as in all.   See pp. 4 and 5.

| a<br>h.l<br>p.<br>s.<br>w.k<br>.r<br>f.r | **or**<br>**hall**          **saw**<br>**paw**     **walk**<br>**for**<br>**F–f**          *F–f* | a<br>hal*l*<br>pa*w*<br>sa*w*<br>wa*l*k<br>or<br>for |

James or Paul is in the hall.
They saw the paw of my dog.
He can walk and run.
Ann and Jane are come for my dog.



### How many less is

| | | |
|---|---|---|
| 4 than 4 ?—0. | 4 than 8 ?—4. | 4 than 12 ?—8. |
| 4 than 5 ?—1. | 4 than 9 ?—5. | 4 than 13 ?—9. |
| 4 than 6 ?—2. | 4 than 10 ?—6. | 4 than 14 ?—10. |
| 4 than 7 ?—3. | 4 than 11 ?—7. | |

The element ē, as in mē.　See pp. 4 and 5.

| | | |
|---|---|---|
| ē | **hear** | ē |
| sh. | **she** **sees** | she |
| f.t | **fears** **meet** | fe*e*t |
| m.t | **feet** | me*e*t |
| s.z | | se*es* |
| h.r | **G–g** *G–g* | hear |
| f.rz | | fears |

I hear Ann cry.
She sees the good ox.
She fears to meet him.
He can walk with his feet.



### How many less is

| | | |
|---|---|---|
| 5 than 5 ?—0. | 5 than 9 ?—4. | 5 than 13 ?—8. |
| 5 than 6 ?—1. | 5 than 10 ?—5. | 5 than 14 ?—9. |
| 5 than 7 ?—2. | 5 than 11 ?—6. | 5 than 15 ?—10. |
| 5 than 8 ?—3. | 5 than 12 ?—7. | |

The element ī, as in ice. See pp. 4 and 5.

| ī | **like** | ī |
|---|---|---|
| l.k | **kind**     **wise** | like |
| r.z | **mind**    **rise** | rise |
| w.z | **child** | wise |
| k.nd | | kind |
| m.nd | **X–x**     *X–x* | mind |
| ch.ld | | child |

We all like a kind boy.
A wise boy will mind his Ma.
He will rise to meet his Pa.
A wise boy is a kind child.



How many less is

| | | |
|---|---|---|
| 6 than 6 ?—0. | 6 than 10 ?—4. | 6 than 14 ?—8. |
| 6 than 7 ?—1. | 6 than 11 ?—5. | 6 than 15 ?—9. |
| 6 than 8 ?—2. | 6 than 12 ?—6. | 6 than 16 ?—10. |
| 6 than 9 ?—3. | 6 than 13 ?—7. | |

The element ŏ, as in nŏt.   See pp. 4 and 5.

| ŏ | | ŏ |
|---|---|---|
| k.t | **was** | cot |
| l.t | **cot**          **lot** | lot |
| G.d | **John**    **God** | God |
| J.n | **what** | John |
| w.z | | was |
| wh.t | **Z–z**     *Z–z* | what |

Was John in the cot?
No : he was in the lot.
What will a wise child do?
He will *love* and *fear* God.



How many less is

| | | |
|---|---|---|
| 7 than  7 ?—0. | 7 than 11 ?—4. | 7 than 15 ?—8. |
| 7 than  8 ?—1. | 7 than 12 ?—5. | 7 than 16 ?—9. |
| 7 than  9 ?—2. | 7 than 13 ?—6. | 7 than 17 ?—10. |
| 7 than 10 ?—3. | 7 than 14 ?—7. | |

The element u, as in bull. See pp. 4 and 5.

| | | |
|---|---|---|
| u | **bull   push** | u |
| b.l | | bull |
| b.sh | **would** | bush |
| p.sh | **wood   should** | push |
| f.t | **could  foot** | foot |
| w.d | | wood |
| c.d | **bush** | could |
| w.d | | would |
| sh.d | **0, 1,    2, 3.** | should |

His bull will push my ox.
He would go on the wood.
He should go by the lake.
His foot could be by a bush.
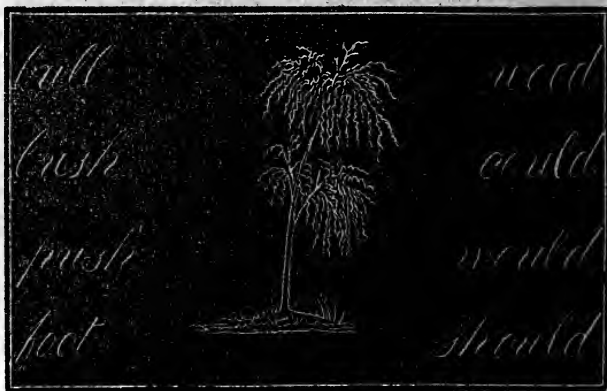


**How many less is**

| | | |
|---|---|---|
| 8 than 8 ?—0. | 8 than 12 ?—4. | 8 than 16 ?—8. |
| 8 than 9 ?—1. | 8 than 13 ?—5. | 8 than 17 ?—9. |
| 8 than 10 ?—2. | 8 than 14 ?—6. | 8 than 18 ?—10. |
| 8 than 11 ?—3. | 8 than 15 ?—7. | |

The element ō, as in ōld.   See pp. 4 and 5.

| ō | **old** | ō |
| --- | --- | --- |
| .ld | **bone**        **rode** | old |
| b.n | | bone |
| b.t | **boat**      **tore** | boat |
| t.r | **robe** | tore |
| r.b | | robe |
| r.d | .  :               ; , | rode |

The old dog has a bone.
He rode in our boat.
He tore that new robe.
Jane may get a new robe to-day.



How many less is
9 than 9?—0.   9 than 13?—4.   9 than 17?—8.
9 than 10?—1.   9 than 14?—5.   9 than 18?—9.
9 than 11?—2.   9 than 15?—6.   9 than 19?—10.
9 than 12?—3.   9 than 16?—7.

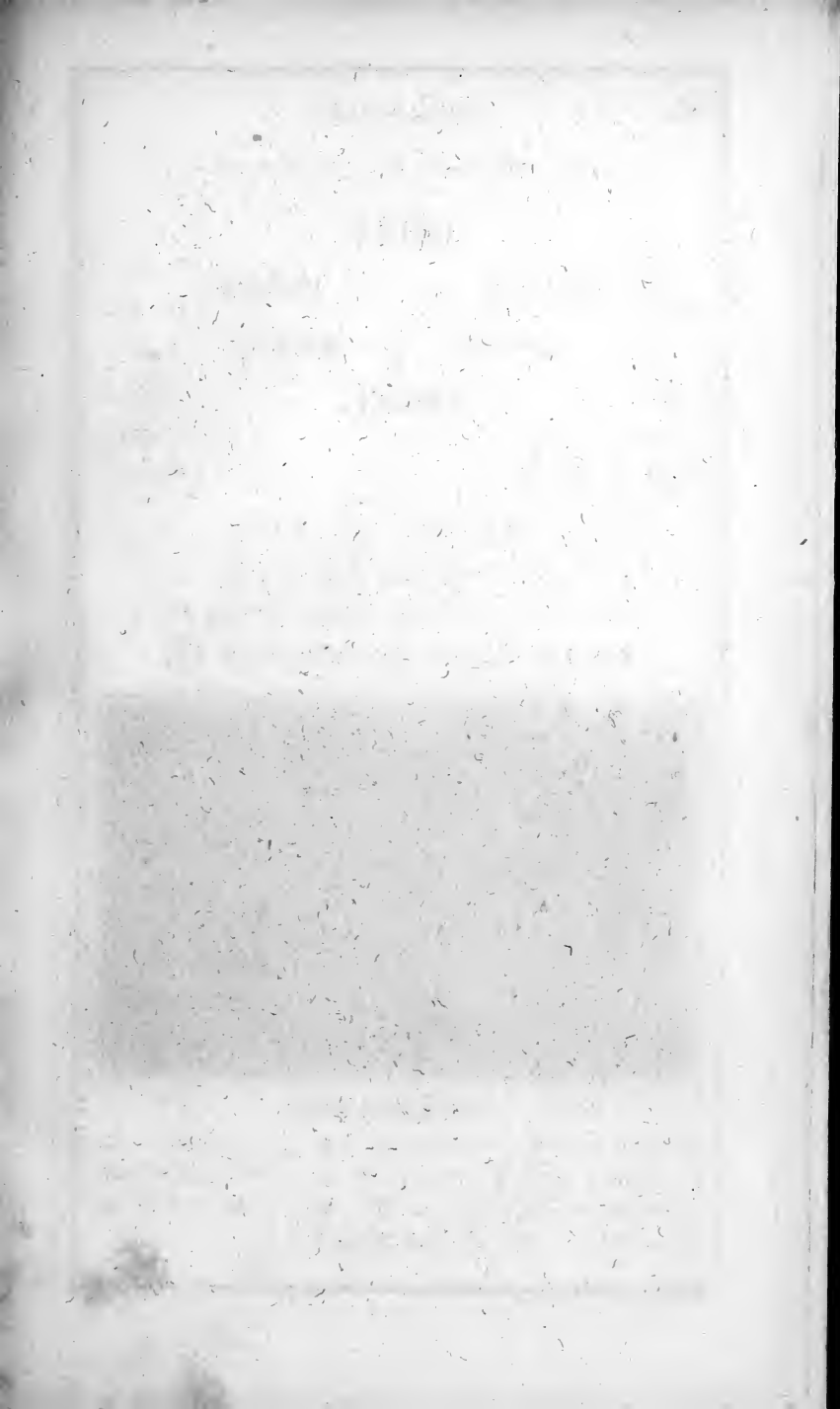The element ē, as in mē. See pp. 4 and 5.

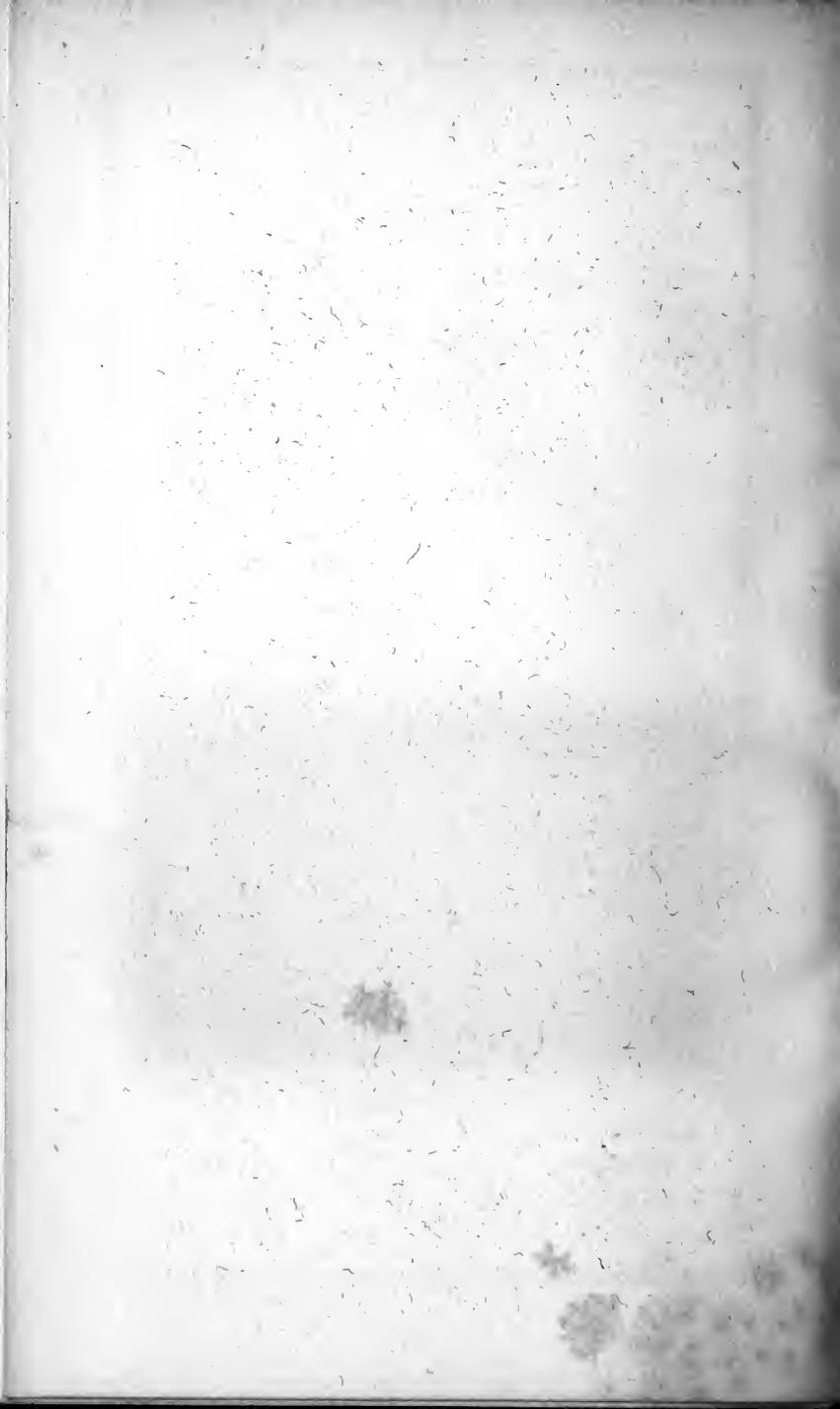| ā | **meet** | ē |
|---|---|---|
| k.p | **keep**      **seat** | keep |
| m.t | | meet |
| n.t | **neat**   **peace** | neat |
| p.s | **read** | peace |
| r.d | | read |
| s.t | **? !**     **"___"** | seat |

I love to meet a good boy.
He will keep his seat neat.
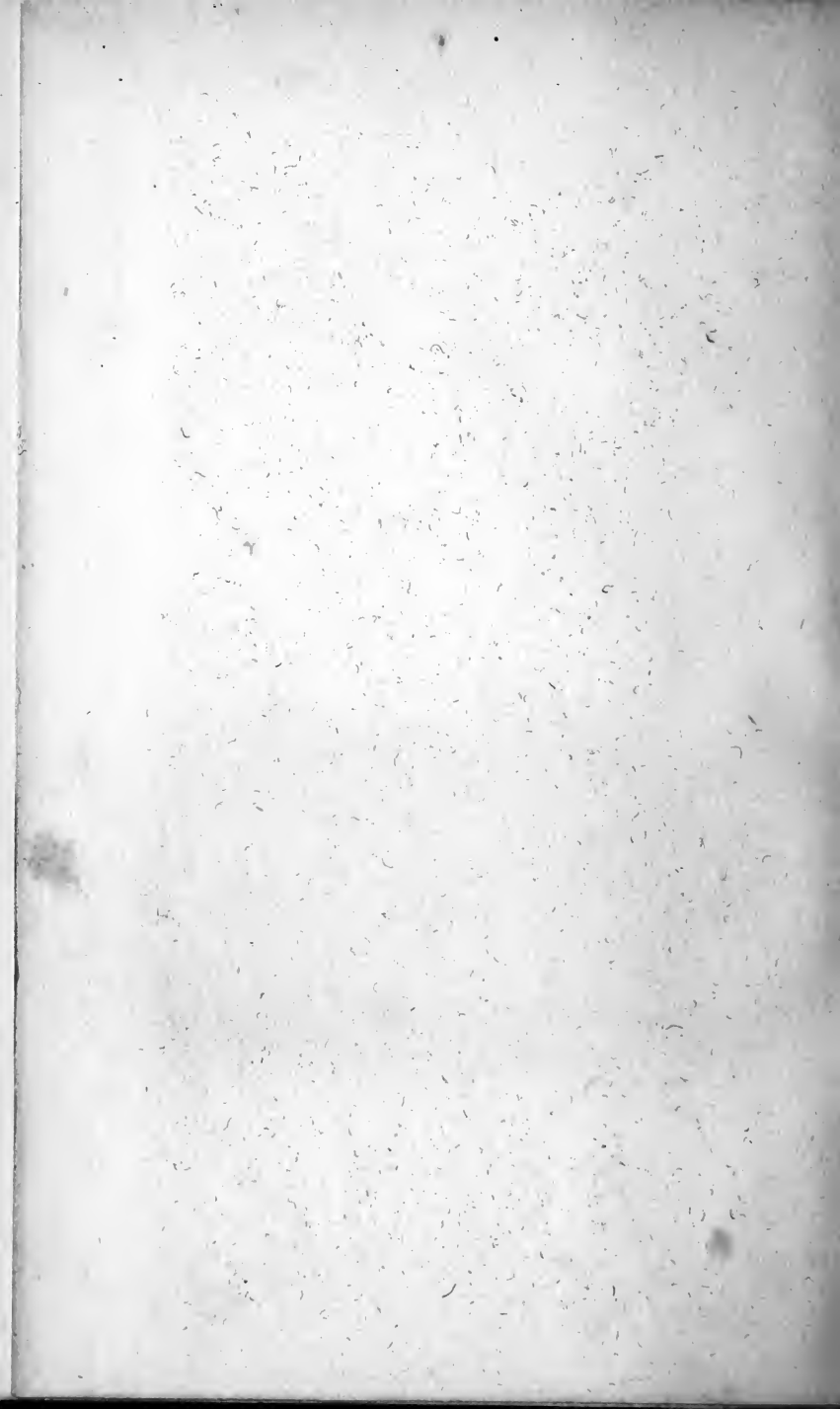He will read his book with joy.
He will live in peace with all.
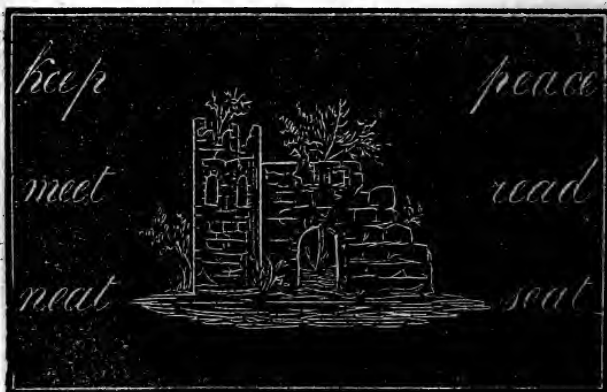


How many less is

| | | |
|---|---|---|
| 10 than 10 ?—0. | 10 than 14 ?—4. | 10 than 18 ?—8. |
| 10 than 11 ?—1. | 10 than 15 ?—5. | 10 than 19 ?—9. |
| 10 than 12 ?—2. | 10 than 16 ?—6. | 10 than 20 ?—10. |
| 10 than 13 ?—3. | 10 than 17 ?—7. | |

J.E.H.